NIC for Innovation

Introduction to the Project
Identify/Document your Classroom/School
Provide and receive feedback
Reflect on design process
NIC for Innovation

Today, you will...
Today, you will...

Learn about the emerging practice of networking for innovation

See examples of protocols developed by teachers

Participate in aspects of design process
personalization in practice - networked improvement community
UW-Madison + Wisconsin Department of Public Instruction

WISCONSIN UNIVERSITY OF WISCONSIN-MADISON

The Joyce Foundation

Wisconsin Department of Public Instruction

Wisconsin Center for Education Research
UNIVERSITY OF WISCONSIN-MADISON

IES INSTITUTE OF EDUCATION SCIENCES
Introduction to the Project + Protocols
Network Initiation & Implementation

Fall 2016

Identified a Problem of Practice

Recruited 5 schools

Spring 2017

90-Day Design Sprint with 21 educators + 10 researchers
Identifying a Problem of Practice

33 educators
10 school visits
Regional Educational Agencies
4 Conferences
Department of Public Instruction
Researchers at UW-Madison
Identifying a Problem of Practice

Conferring
What is Conferring?

A regular, goal-oriented conversation between teacher and student to talk about learning processes, progress, or products.

Why Conferring?

• Teachers report it as having the highest utility
• Lack of research or ways to share
• Potential applicability outside of PL
• Roots in social and constructionist learning

Range of Existing Practices

• **Purpose:** check in on established standards vs. progress on projects vs. metacognitive reflection on learning processes
• **Time:** designated vs. as needed
• **Initiation:** teacher vs. student
• **Duration:** short vs. long
Questions or Comments?
Activity #1: Problem of Practice
Activity #1: Problem of Practice

Individually, write down an issue you or your school is working to improve:

- What is the issue or concern, how does it relate to student learning?
- Who is involved in the conversation?
- What is the context?
Activity #1: Problem of Practice

Share with your knee partner:

→ What is the issue or concern, how does it relate to student learning?

→ Who is involved in the conversation?

→ What is the context?
To the whole room, share out what you learned:

➡ What is the issue or concern, how does it relate to student learning?

➡ Who is involved in the conversation?

➡ What is the context?
Activity #1: Current Practice

- What are common problems in the room?
- To facilitate the next phase, please arrange yourselves to sit near others with similar

Problems of Practice
Conferring as Common Problem of Practice
What did we actually do?

90-Day Design Sprint with 21 educators + 10 researchers

Spring 2017
90-Day Design Sprint with 21 educators + 10 researchers

What did we actually do?

Created 5 Protocols for Conferring
https://goo.gl/CfptGd
Protocol

- Structures interaction to focus a conversation toward a goal
- Establishes a predictable routine and expectations for the conversation
- Provides structure for onboarding or familiarizing newcomers to established practice
Protocol

Conferring to Start an Interest-based Project

Protocol developed by Emilene Beck, Ashley Dobbertz, Ben Hubert, Rhyan Leeuwen, and Brett Whifrid at Sandburg Elementary School, Madison

Goal: Formative feedback for teachers and students
Time: 5 min at the beginning of a project
Focus: Learning Progress

Description

This protocol outlines guiding questions to be used when meeting with students to assess the development of student ideas at the beginning of an interest-based project.

These questions should be modified based on your context, including the parameters within which students can operate (topic, timeline, audience, etc.). It is important to pay attention to what students cannot answer or do not know, as their answers will reflect more depth and increased agency over time.

Before engaging in these conversation points, the parameters of the project have already been defined clearly by students. Are you giving choice within a theme, with a pre-selected due-date? Or is this a student interest-driven project with a flexible end-date? Your role as the teacher is to guide students as they test out their ideas and develop the metacognition to pursue an interest-based project.

Conversation

What are you hoping to learn or do? Be specific! Give details!
Why?
- If they’re making choices within defined parameters (how they’re learning or how they’re showing what they have learned), this might be an opportunity to prompt reflection and metacognition around learning styles or interests.
- If this is a student-driven interest-based project, this is a good opportunity to ask, what is your purpose? (is it because you think it would be interesting, because it could help others, or contribute to the school in some way?)
- Who is your audience? Who will see your project?
- What quality of work do you hope to achieve? How good do you expect this to be? Is this your first pass at something or your masterpiece?
- What is your prior knowledge?
Where do you hope to finish this work? Be specific.
What materials do you need to accomplish this work?
What help do you think you’re going to need?
- How are you going to get help?
- What resources do you need?
- What people might be good resources?

Documentation

The formative assessment below can be used to assess the stage of the student’s ideas and inform the teacher of what support or scaffolding they will need to be successful.

<table>
<thead>
<tr>
<th>Project Criteria</th>
<th>Description of Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Clear and precise vision for the end-product</td>
</tr>
<tr>
<td>Purpose</td>
<td>Compelling reason why to engage in this project</td>
</tr>
<tr>
<td>Audience</td>
<td>Connects the goal and purpose to the target audience</td>
</tr>
<tr>
<td>Plan</td>
<td>Articulates steps and timeline of the project</td>
</tr>
<tr>
<td>Help</td>
<td>Identifies and plans for potential challenges and/or support needed</td>
</tr>
</tbody>
</table>

Related Research


Questions or Comments?
Activity #2: Describe Current Practice

What are you doing now, or what is happening now in your classrooms or school.

- How does this connect to the issue you described earlier?
- Why should it be different?
- How did you determine this issue is the most important one for you to create a solution for?
Activity #2: Share Current Practice

- Read someone else’s current practice
- Provide feedback to that person:
  - What questions do you have?
  - What is not clear?
  - How does that practice compare to what you are familiar with?
- Reverse Roles

3 minutes each
Final Debrief

- How is a full NIC similar and different?
- What did you learn through this process?
- What was challenging about the process?
- How might you adapt this process to your context?
Final Debrief

Individually, plan + reflect: write down what will you do with what you have designed and learned today:

- Who will you tell? at a team or faculty meeting?
- What have you learned? How has your understanding of the design processes changed?
- What questions do you still have?
Final Debrief

At your table, share your plan + reflect:

● What have you learned?
● How has your understanding of the design processes changed?
● What questions do you still have?

Then choose one thing to share with the whole group.
Questions?
Connect with us!
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pipwisc.org

Protocols: https://goo.gl/CfptGd
Template: https://goo.gl/7FWa6s
White Paper: https://goo.gl/e6BCzY